



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1590 Ave C, Yuma, AZ 85364

Crane Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Kristine Reed
Schedule : 07:15 AM to 03:15 PM
Grades : K-6
Web Address :
Phone Number : (928) 373-3500
Fax Number : (928) 782-3132
E-mail : kreed@apsc.org

Mission

We believe that every child can learn, and we are committed to doing whatever it takes to make that happen. All instruction is based on the Arizona Academic Standards and we, as educators, feel an urgency to help all students achieve mastery.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Improve reading fluency, comprehension, vocabulary, phonemic awareness and phonics using the Harcourt Trophies Reading series.
- ü Increase student math achievement through increased instructional time, spiraling, and use of manipulatives.
- ü Continue to train teachers in best practices for teaching reading.

Enrollment

October 1, 2005 School Year Student Enrollment : 601
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü 8-Step Instructional Process
- Ü After School Tutorials
- Ü On-site Special Education
- Ü EL Reading Tutorials
- Ü Harcourt Reading Program
- Ü Intensive Reading Intervention Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/9/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Our most important responsibility is to help every child master the State Standards, no excuses! We also provide parents with information on the Arizona Standards, conduct parent conferences twice yearly, and provide student assessment results.

Parents

Parents are responsible for providing a nightly structure so their child gets adequate rest and has a time and place for doing homework; daily setting aside time to read with their child; and becoming an involved partner with the school.

Transportation Policy

The Crane Elementary School District provides transportation for pupils in compliance with state law and regulations. Students who reside in the district and whose place of residence is more than one mile from our school are eligible to ride the bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Reading First Grant	2003
Ü Received District Erik Weihenmayer Award	2002
Ü Recognized for High Student Academics for At-Risk	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	669	80010	99	97	99	441	439	447	8	11	10	25	24	18	55	53	53	11	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	322	38935	95	98	99	442	440	447	3	10	9	26	22	19	64	57	55	8	10	17
Male	47	346	40974	100	96	98	441	439	448	13	11	11	23	25	18	49	50	52	15	14	19
African American	NC	16	4201	NC	100	99	NC	454	430	NC	6	17	NC	25	23	NC	44	51	NC	25	9
Hispanic	63	501	34545	98	97	99	435	432	432	10	12	14	27	27	24	56	54	53	8	7	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	490	474	NC	7	4	NC	7	10	NC	47	50	NC	40	36
American Indian/Alaskan Native	NC	12	3979	NC	100	96	NC	422	424	NC	17	17	NC	33	30	NC	42	47	NC	8	6
White	20	125	35142	100	95	99	468	463	465	NA	6	5	15	14	11	60	55	56	25	26	28
Students with Disabilities	17	86	10161	94	81	93	414	424	419	12	21	28	53	33	28	35	38	36	NA	8	8
Students without Disabilities	70	583	69849	100	100	100	447	441	451	7	9	7	19	23	17	60	56	56	14	13	19
Limited English Proficient Students	19	212	14013	95	95	97	414	412	413	21	20	24	42	38	34	37	41	39	NA	1	3
Migrant Students	NC	57	603	NC	92	96	NC	423	417	NC	16	22	NC	32	32	NC	51	42	NC	2	4
Economically Disadvantaged	86	488	39029	98	95	98	442	432	432	8	13	14	24	28	25	56	51	52	12	8	9
Non-Economically Disadvantaged	NC	181	40981	NC	100	100	NC	459	462	NC	5	6	NC	13	13	NC	61	54	NC	22	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	666	79438	94	97	98	454	445	451	8	10	9	19	27	24	59	54	56	13	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	322	38775	95	98	99	457	449	457	5	8	7	23	26	22	62	56	58	10	10	13
Male	43	343	40560	91	95	97	454	442	446	9	11	12	16	29	25	58	52	54	16	8	9
African American	NC	16	4178	NC	100	98	NC	458	439	NC	6	13	NC	13	29	NC	75	52	NC	6	6
Hispanic	60	495	34297	94	96	98	446	438	434	12	12	14	20	31	31	62	52	50	7	5	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	485	475	NC	NA	3	NC	20	15	NC	40	63	NC	40	20
American Indian/Alaskan Native	--	11	3940	--	92	95	--	446	429	--	NA	14	--	55	36	--	27	47	--	18	3
White	20	129	34887	100	98	98	480	468	471	NA	4	4	15	16	15	50	63	63	35	17	18
Students with Disabilities	13	84	9588	72	79	88	432	428	416	8	21	30	38	25	32	54	48	34	NA	6	5
Students without Disabilities	70	582	69850	100	100	100	458	448	456	9	8	7	16	28	23	60	55	59	16	9	12
Limited English Proficient Students	16	206	13856	80	92	96	422	409	407	19	22	27	31	49	43	50	29	29	NA	0	1
Migrant Students	NC	58	600	NC	94	96	NC	420	418	NC	24	22	NC	33	38	NC	40	39	NC	3	2
Economically Disadvantaged	82	486	38685	93	95	97	456	438	435	7	12	14	20	31	32	60	50	50	13	7	5
Non-Economically Disadvantaged	NC	180	40753	NC	100	99	NC	466	467	NC	3	5	NC	18	16	NC	64	62	NC	14	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	676	79971	100	98	99	422	424	423	10	7	8	35	39	41	52	51	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	324	38974	98	98	99	439	438	437	3	3	5	40	34	33	55	60	57	3	3	4
Male	47	351	40895	100	98	98	413	412	410	15	10	10	32	45	47	51	43	41	2	1	2
African American	NC	16	4203	NC	100	99	NC	405	411	NC	13	11	NC	44	45	NC	44	43	NC	NA	2
Hispanic	64	505	34481	100	98	99	418	419	410	11	8	10	38	42	46	50	49	43	2	2	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	465	449	NC	NA	4	NC	33	28	NC	67	60	NC	NA	8
American Indian/Alaskan Native	NC	12	3995	NC	100	96	NC	398	409	NC	17	10	NC	50	47	NC	33	42	NC	NA	1
White	20	128	35150	100	97	99	444	443	437	5	5	5	20	29	35	70	62	56	5	5	5
Students with Disabilities	18	93	10258	100	88	94	373	390	377	28	17	23	56	49	51	17	33	25	NA	NA	1
Students without Disabilities	70	583	69713	100	100	100	434	429	429	6	5	5	30	38	39	61	54	52	3	2	3
Limited English Proficient Students	20	215	13985	100	96	97	371	392	382	20	13	18	70	58	54	10	29	27	NA	NA	0
Migrant Students	NC	60	608	NC	97	97	NC	403	389	NC	15	16	NC	42	50	NC	43	33	NC	NA	0
Economically Disadvantaged	87	494	38994	99	96	98	425	417	409	9	8	10	36	44	47	53	47	41	2	1	1
Non-Economically Disadvantaged	NC	182	40977	NC	100	100	NC	443	437	NC	4	5	NC	27	34	NC	64	56	NC	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	683	80147	97	97	99	493	487	482	4	8	11	8	15	17	66	52	49	22	25	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	350	39281	100	99	99	496	484	483	2	8	9	9	15	17	66	55	50	23	22	24
Male	55	333	40780	95	95	98	491	491	482	5	8	12	7	14	17	65	49	48	22	29	24
African American	NC	13	4249	NC	100	99	NC	499	464	NC	8	17	NC	15	22	NC	46	48	NC	31	13
Hispanic	81	510	33494	98	97	99	491	481	466	5	9	15	7	15	23	69	55	49	19	20	14
Asian/Pacific Islander	--	10	2103	--	100	99	--	NA	515	--	NA	4	--	NA	8	--	NA	44	--	NA	45
American Indian/Alaskan Native	--	NC	4117	--	NC	96	--	NC	456	--	NC	19	--	NC	27	--	NC	46	--	NC	8
White	16	146	36122	94	97	99	498	507	501	NA	3	5	13	14	10	50	41	50	38	42	35
Students with Disabilities	NC	69	10295	NC	70	92	NC	459	443	NC	26	33	NC	26	26	NC	35	33	NC	13	8
Students without Disabilities	94	614	69852	100	100	100	493	490	488	3	6	7	7	14	16	67	54	51	22	27	26
Limited English Proficient Students	26	196	12722	87	92	97	468	455	441	8	16	27	19	27	33	69	51	37	4	6	3
Migrant Students	NC	54	622	NC	93	97	NC	473	454	NC	13	19	NC	13	30	NC	56	43	NC	19	8
Economically Disadvantaged	96	488	38371	94	94	97	494	480	465	3	9	15	8	17	23	67	55	49	22	20	13
Non-Economically Disadvantaged	NC	195	41776	NC	100	100	NC	506	498	NC	6	6	NC	10	11	NC	45	49	NC	39	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	685	79686	97	97	98	470	464	470	4	10	11	35	31	24	53	52	57	8	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	350	39163	100	99	99	481	466	475	5	9	9	18	26	22	61	57	60	16	7	10
Male	55	335	40438	95	96	97	460	461	465	4	11	13	49	36	25	45	46	54	2	7	7
African American	NC	13	4228	NC	100	98	NC	465	458	NC	8	15	NC	46	28	NC	31	53	NC	15	4
Hispanic	81	511	33299	98	97	98	468	456	452	4	12	17	38	35	32	51	50	47	7	3	3
Asian/Pacific Islander	--	10	2097	--	100	99	--	NA	490	--	NA	5	--	NA	13	--	NA	68	--	NA	14
American Indian/Alaskan Native	--	NC	4087	--	NC	96	--	NC	446	--	NC	16	--	NC	38	--	NC	44	--	NC	2
White	16	147	35914	94	98	98	480	488	489	6	5	5	19	17	15	69	60	67	6	18	14
Students with Disabilities	NC	71	9808	NC	72	87	NC	439	432	NC	24	35	NC	37	32	NC	35	30	NC	4	3
Students without Disabilities	94	614	69878	100	100	100	470	466	475	4	9	8	34	30	23	53	54	61	9	7	9
Limited English Proficient Students	26	196	12594	87	92	96	437	429	422	12	23	34	58	49	45	31	27	21	NA	NA	0
Migrant Students	NC	54	611	NC	93	95	NC	446	439	NC	17	22	NC	37	39	NC	44	37	NC	2	2
Economically Disadvantaged	96	487	38095	94	94	97	470	455	452	3	12	17	35	35	32	54	49	48	7	3	3
Non-Economically Disadvantaged	NC	198	41591	NC	100	99	NC	484	486	NC	6	6	NC	20	16	NC	59	65	NC	16	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	706	80372	100	100	99	479	475	475	3	3	4	28	30	30	69	66	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	362	39452	100	100	99	489	481	488	2	3	3	19	23	22	77	72	72	2	1	3
Male	58	344	40836	100	98	98	470	469	464	3	3	6	34	36	37	62	59	56	NA	1	1
African American	NC	13	4264	NC	100	99	NC	487	465	NC	NA	5	NC	23	35	NC	69	59	NC	8	1
Hispanic	86	530	33608	100	100	99	477	471	462	2	4	6	29	31	36	69	65	57	NA	1	1
Asian/Pacific Islander	--	10	2098	--	100	99	--	NA	500	--	NA	2	--	NA	16	--	NA	75	--	NA	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	17	149	36213	100	99	99	480	486	489	6	3	2	24	26	22	71	68	72	NA	3	3
Students with Disabilities	10	92	10526	100	93	94	NA	429	427	NA	13	15	NA	53	53	NA	33	31	NA	1	1
Students without Disabilities	95	614	69846	100	100	100	483	481	482	2	2	3	24	26	26	73	71	69	1	1	2
Limited English Proficient Students	30	211	12747	100	99	97	449	446	432	7	7	12	50	50	52	43	44	36	NA	NA	0
Migrant Students	NC	56	621	NC	97	97	NC	471	452	NC	4	9	NC	29	40	NC	68	51	NC	NA	0
Economically Disadvantaged	101	507	38521	99	98	98	481	469	461	2	4	6	28	31	38	69	64	55	1	0	1
Non-Economically Disadvantaged	NC	199	41851	NC	100	100	NC	491	489	NC	2	3	NC	26	22	NC	69	72	NC	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	682	79306	94	94	99	509	509	504	7	9	13	19	19	20	54	51	49	19	20	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	332	38845	98	97	99	504	508	505	6	9	11	28	19	20	50	53	50	16	20	18
Male	53	350	40383	91	92	98	514	510	504	8	9	14	11	20	19	58	50	47	23	21	19
African American	NC	22	4171	NC	92	98	NC	512	485	NC	9	20	NC	14	26	NC	55	44	NC	23	10
Hispanic	72	501	32673	94	94	99	498	500	487	8	10	18	26	23	25	54	52	46	11	15	10
Asian/Pacific Islander	--	14	2147	--	100	99	--	565	539	--	NA	5	--	NA	10	--	64	46	--	36	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	26	139	36234	100	96	99	534	536	523	NA	6	6	4	9	13	62	47	52	35	38	28
Students with Disabilities	NC	59	10286	NC	56	91	NC	480	462	NC	25	41	NC	29	27	NC	39	27	NC	7	5
Students without Disabilities	95	623	69020	99	100	100	509	511	510	7	8	9	17	18	18	55	53	52	21	22	21
Limited English Proficient Students	18	152	10291	82	85	96	457	466	458	33	26	38	39	37	34	28	36	26	NA	1	2
Migrant Students	10	79	630	91	93	95	NA	494	478	NA	11	24	NA	27	27	NA	51	43	NA	11	6
Economically Disadvantaged	103	493	37437	94	92	97	509	501	486	7	11	19	19	22	26	54	51	46	19	16	9
Non-Economically Disadvantaged	--	189	41869	--	100	100	--	531	521	--	5	7	--	11	14	--	52	51	--	31	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	684	79000	93	94	98	484	485	489	7	8	10	29	28	24	57	57	58	7	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	333	38774	96	97	99	484	490	494	10	8	7	24	24	22	55	61	61	10	8	10
Male	52	351	40150	90	92	98	484	480	485	4	8	12	33	32	25	60	54	55	4	7	8
African American	NC	22	4153	NC	92	98	NC	481	476	NC	5	13	NC	27	30	NC	64	53	NC	5	4
Hispanic	71	500	32508	92	94	98	471	476	472	10	9	15	37	32	33	52	55	49	1	3	3
Asian/Pacific Islander	--	14	2142	--	100	99	--	536	510	--	NA	4	--	7	14	--	57	67	--	36	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	25	142	36135	96	98	98	521	512	508	NA	2	4	4	15	14	76	63	67	20	19	15
Students with Disabilities	NC	61	9991	NC	58	88	NC	457	449	NC	26	33	NC	31	36	NC	39	29	NC	3	2
Students without Disabilities	95	623	69009	99	100	100	484	487	495	7	6	6	27	28	22	59	59	62	6	8	10
Limited English Proficient Students	18	153	10199	82	85	95	436	441	439	28	27	35	67	56	47	6	17	18	NA	NA	0
Migrant Students	10	80	629	91	94	95	NA	468	457	NA	16	22	NA	35	41	NA	44	37	NA	5	1
Economically Disadvantaged	101	493	37234	93	92	97	484	476	472	7	10	15	29	32	33	57	55	50	7	4	3
Non-Economically Disadvantaged	--	191	41766	--	100	99	--	507	505	--	3	5	--	18	16	--	64	65	--	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	721	79611	100	100	99	496	499	496	3	6	7	44	34	37	53	60	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	346	39016	100	100	99	503	511	511	4	3	4	33	27	29	63	68	66	NA	1	1
Male	58	375	40519	100	98	98	490	487	482	2	7	10	53	41	44	45	51	46	NA	0	0
African American	NC	23	4188	NC	96	98	NC	494	486	NC	9	9	NC	39	40	NC	52	50	NC	NA	0
Hispanic	77	532	32855	100	100	99	492	495	481	4	6	10	45	37	43	51	57	47	NA	0	0
Asian/Pacific Islander	--	14	2149	--	100	100	--	524	519	--	7	4	--	14	24	--	79	70	--	NA	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	26	145	36380	100	100	99	507	511	511	NA	4	4	38	27	30	62	67	65	NA	2	1
Students with Disabilities	13	97	10664	100	92	94	477	453	440	NA	14	23	85	57	54	15	29	22	NA	NA	1
Students without Disabilities	96	624	68947	100	100	100	498	505	504	3	4	4	39	31	34	58	64	61	NA	1	1
Limited English Proficient Students	22	175	10362	100	98	97	465	460	438	9	14	22	68	57	57	23	29	21	NA	NA	NA
Migrant Students	11	83	636	100	98	96	480	494	467	9	10	14	45	31	47	45	58	38	NA	1	0
Economically Disadvantaged	109	530	37626	100	99	98	496	492	479	3	6	10	44	39	45	53	55	45	NA	0	0
Non-Economically Disadvantaged	--	191	41985	--	100	100	--	519	511	--	4	4	--	21	30	--	73	65	--	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	712	79327	95	95	98	511	528	518	13	12	19	33	19	20	42	51	46	12	18	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	355	38961	98	96	98	509	529	520	12	10	16	34	19	20	46	53	48	7	18	16
Male	43	356	40295	93	94	97	514	527	516	14	14	21	33	19	19	37	49	44	16	19	16
African American	NC	17	4247	NC	89	98	NC	509	499	NC	24	27	NC	29	24	NC	35	41	NC	12	8
Hispanic	67	506	32327	97	95	98	509	520	499	13	14	27	34	22	25	42	50	41	10	14	8
Asian/Pacific Islander	NC	11	1939	NC	92	99	NC	515	556	NC	9	6	NC	27	10	NC	45	47	NC	18	36
American Indian/Alaskan Native	--	10	4391	--	83	96	--	NA	489	--	NA	32	--	NA	27	--	NA	36	--	NA	4
White	15	168	36373	88	98	98	533	555	538	7	7	10	27	9	14	47	53	52	20	32	25
Students with Disabilities	NC	56	9321	NC	62	87	NC	481	467	NC	38	54	NC	27	22	NC	32	21	NC	4	3
Students without Disabilities	77	656	70006	100	100	100	516	531	524	9	10	14	32	18	19	45	52	49	13	20	18
Limited English Proficient Students	16	132	9431	89	90	95	465	485	466	44	36	53	50	29	27	6	33	18	NA	3	1
Migrant Students	NC	64	635	NC	93	94	NC	509	488	NC	17	31	NC	27	29	NC	45	36	NC	11	4
Economically Disadvantaged	84	504	37097	95	93	97	511	519	498	13	15	27	33	22	25	42	49	41	12	14	7
Non-Economically Disadvantaged	--	208	42230	--	100	99	--	550	535	--	5	11	--	12	15	--	54	50	--	29	24

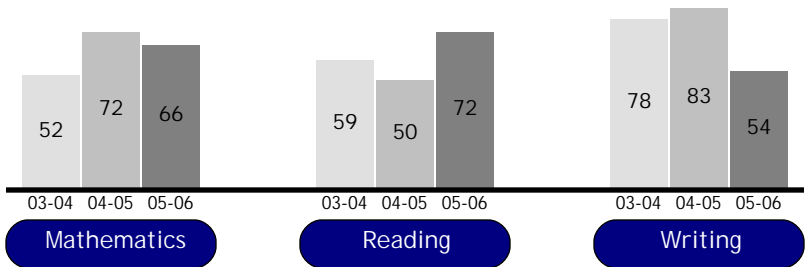
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	716	79501	90	96	98	492	496	497	5	8	10	29	26	25	65	63	60	1	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	360	39062	95	97	99	491	501	502	5	7	8	30	27	23	63	63	64	3	3	5
Male	39	355	40368	85	94	98	494	491	491	5	10	13	28	25	27	67	63	57	NA	2	3
African American	NC	18	4279	NC	95	99	NC	489	485	NC	6	14	NC	33	30	NC	56	54	NC	6	2
Hispanic	62	507	32389	90	95	98	489	488	478	5	9	16	31	32	34	65	58	48	NA	1	1
Asian/Pacific Islander	NC	11	1936	NC	92	99	NC	487	519	NC	18	3	NC	9	14	NC	73	73	NC	NA	9
American Indian/Alaskan Native	--	11	4401	--	92	96	--	483	473	--	27	17	--	9	40	--	64	43	--	NA	1
White	15	169	36446	88	98	99	511	522	516	7	4	4	20	9	15	67	79	73	7	7	7
Students with Disabilities	NC	58	9411	NC	64	88	NC	456	453	NC	29	36	NC	40	36	NC	31	26	NC	NA	1
Students without Disabilities	77	658	70090	100	100	100	493	499	502	5	7	7	29	25	24	65	66	65	1	3	5
Limited English Proficient Students	11	128	9401	61	88	94	453	453	443	18	28	40	73	52	46	9	20	14	NA	NA	0
Migrant Students	NC	66	642	NC	96	95	NC	474	465	NC	20	24	NC	36	41	NC	44	35	NC	NA	0
Economically Disadvantaged	79	506	37183	90	93	97	492	488	479	5	10	16	29	30	34	65	58	49	1	2	1
Non-Economically Disadvantaged	--	210	42318	--	100	99	--	514	513	--	3	5	--	16	17	--	77	70	--	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	741	80000	100	99	99	565	574	564	1	1	3	9	7	11	83	80	75	7	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	367	39288	100	99	99	576	587	579	NA	1	2	10	5	6	81	78	77	10	16	16
Male	46	373	40644	100	99	98	556	562	549	2	2	4	9	10	15	85	82	74	4	6	7
African American	NC	19	4307	NC	100	99	NC	584	551	NC	NA	4	NC	5	13	NC	84	75	NC	11	7
Hispanic	69	526	32672	100	99	99	565	569	548	1	2	4	7	8	14	84	82	76	7	9	6
Asian/Pacific Islander	NC	12	1945	NC	100	99	NC	547	592	NC	8	1	NC	8	4	NC	75	69	NC	8	25
American Indian/Alaskan Native	--	11	4424	--	92	97	--	568	549	--	NA	3	--	18	14	--	73	77	--	9	5
White	17	173	36602	100	100	99	568	592	579	NA	1	2	12	5	7	82	76	75	6	18	16
Students with Disabilities	11	81	9919	100	89	93	540	527	505	NA	5	9	18	25	35	82	69	54	NA	1	2
Students without Disabilities	77	660	70081	100	100	100	569	580	571	1	1	2	8	5	7	83	82	79	8	12	12
Limited English Proficient Students	18	141	9571	100	97	96	529	534	502	NA	4	10	22	18	29	78	78	60	NA	NA	1
Migrant Students	NC	66	654	NC	96	97	NC	561	534	NC	2	7	NC	9	16	NC	88	74	NC	2	3
Economically Disadvantaged	88	527	37534	100	97	98	565	569	547	1	2	4	9	8	15	83	82	76	7	8	5
Non-Economically Disadvantaged	--	214	42466	--	100	100	--	588	578	--	1	2	--	6	7	--	76	75	--	17	16

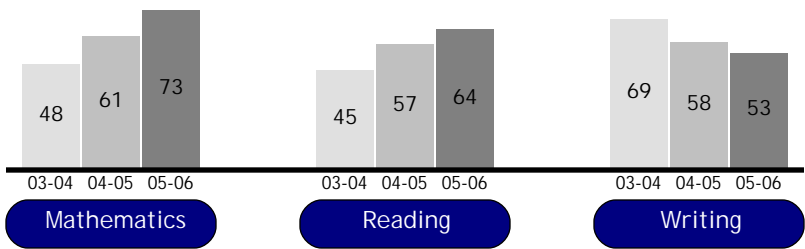
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	57	NA	58	97	46	41	47	86	43	41	46
	Language	100	43	53	50	97	48	44	47	86	65	52	48
	Mathematics	100	75	77	64	97	41	43	50	95	43	48	52
3	Reading	97	42	NA	55	99	35	38	44	94	50	41	46
	Language	96	50	62	61	99	42	41	44	100	44	41	46
	Mathematics	97	53	70	61	99	48	47	51	99	54	50	52
4	Reading	97	52	NA	56	97	47	43	48	97	43	48	52
	Language	97	53	51	52	97	49	44	49	100	50	46	52
	Mathematics	98	73	72	61	97	58	55	53	97	65	61	58
5	Reading	100	50	NA	55	98	44	45	50	92	52	52	56
	Language	100	50	48	49	98	46	48	50	98	50	48	54
	Mathematics	100	72	72	63	98	43	48	49	94	48	52	52
6	Reading	100	45	NA	56	100	50	53	51	90	56	56	56
	Language	100	43	49	48	100	47	48	47	100	46	48	50
	Mathematics	100	78	78	66	100	57	61	52	95	56	63	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Improvement Plan
- ü Parent/Educator Relations
- ü Curriculum Development and Review
- ü Student Assessment Information
- ü Parent Surveys
- ü Student Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	29.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	5	0	0
4 to 6 years	3	3	0	0
7 to 9 years	3	3	0	0
10 or more years	13	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	3%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Climbing Wall
- ü Student Research Center

Extracurricular Activities

- ü Student Council
- ü Reading Club
- ü After School Tutorials
- ü Peer Mediation
- ü Softball/Soccer/Basketball/Football

Social Services

- ü Breakfast Program
- ü After School Daycare
- ü Lunch Program
- ü After School Instruction
- ü Adult Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Entire staff is implementing the 8-Step Process for instructional planning and delivery.
- ü All K-3 teachers have been trained on the DIBELS program which helps them monitor student progress in reading and predict future reading success.
- ü We completed two years under the Reading First Grant. We are continuing our ongoing, school wide, training in best practices for teaching reading.
- ü All teachers are implementing the Harcourt Trophies Reading program which is a research based program for teaching reading.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Teachers have been trained in the Character Counts Program and the Crisis Prevention Intervention Program. Counseling is available for all students. A School Crisis Plan for emergencies and disasters has been developed and implemented.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kristine Reed	(928) 343-3500
Transportation Policy	Margaret Wapler	(928) 373-3465
Community Resources	Mary Jo Smith	(928) 373-3549
School Nutrition Programs	Jane Johnson	(928) 373-3481
Parent Organization	Rosa Perez	(928) 343-4824
Student Health/Nurse	Jill Walton	(928) 373-3514

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.